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ABSTRACT

The Superintendent of Schools reports factual information about and briefly describes accomplishments of the Tulsa Public Schools to enable the Board of Directors of the Chamber of Commerce to assess the status of the schools vis-a-vis the Report of the National Commission on Excellence in Education. Recent scores of students on national standardized achievement tests are emphasized; exceptional achievements of students and teachers are noted; and accomplishments of the school system as a whole are described. System-wide accomplishments include placement of students in Chinese universities; selection to pilot the Fitness Program (a program sponsored in part by the President's Council on Physical Fitness and Sports); extensive school/community cooperation and volunteer participation in the schools; as well as national recognition for working with Junior Achievement, Incorporated. The report concludes with summary descriptions of other programs offered by the public schools, such as programs in the areas of foreign languages, computer math, gifted education, special education, advanced placement, the International Baccalaureate diploma, basic skill acquisition, school to school transfer, Community School classes, student discipline, alternative schooling, community services, interdistrict transfer, teacher qualifications, a management team approach to administration, racial integration, and school effectiveness. (RH)

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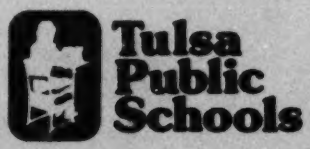
A Call to Action

An Address
by
Larry L. Zenke
Superintendent of Schools

To the
Tulsa Metropolitan Chamber of Commerce
Board of Directors

A Response to
The Report of the
National Commission on Excellence in Education:
A Nation at Risk



Tulsa, Oklahoma

June 20, 1983

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A Response to

The Report of the

National Commission on Excellence in Education:

A Nation at Risk

Tulsa Public Schools

Tulsa, Oklahoma

June 20, 1983

A CALL TO ACTION

Fred Hechinger, President of the New York Times Foundation, wrote in the January 20, 1979 issue of Saturday Review in an article entitled, "Schoolyard Blues--The Decline of Public Education":

> What makes the present situation particularly disconcerting is that the public school crisis appears remote from the American consciousness. There seems to be little sense of urgency--no serious recognition that the country may have reached a threshold beyond which lies a dramatically changed social order. The weakening and potential loss of the public schools as a unifying and stabilizing force might dash all hopes that the United States will remain the least class-divided of modern industrial societies.

Although Mr. Hechinger's warnings went largely unnoticed four years ago, the recently released report of the National Commission on Excellence in Education: "A Nation At Risk," has gotten the American public's attention. For this, I am grateful. In the months, and perhaps years ahead, the findings and recommendations of the Commission's report will be hotly debated--not

only in school systems and communities across the nation, but in the national news media and, most likely, in presidential candidates' campaigns. Although we in Tulsa must be aware of, concerned about, and offer assistance to develop responses to the Commission's recommendations at a national level, we cannot wait--nor have we been waiting--for national solutions to be imposed to resolve problems which, for the most part, must be addressed at the local school system level.

The National Commission's report provides a yardstick against which to measure accomplishments in local school systems across the nation. I welcome this opportunity to share with you accomplishments of the Tulsa Public Schools in order that you, representatives of the Tulsa business community, can assist representatives of the school community in assessing as to how the Tulsa Public Schools measure up against the yardstick of the Report of the National Commission on Excellence in Education.

In order to assist you in your assessment, it seems appropriate to review with you some factual information and accomplishments of the Tulsa Public Schools.

The Tulsa Public Schools truly is a big-business operation with a $122 million dollar annual operating budget, employing nearly 5,000 personnel in 100 work locations. Being in the "business of education," Tulsa Public Schools are very proud of the record of their students. Most recently reported scores of Tulsa students on national standardized tests of achievement show that 31% of our students scored in the upper quartile, 49% in the

middle two quartiles, and only 20% in the bottom quartile. SAT (Scholastic Aptitude Test) scores show Tulsa students comparing very favorably with national norms with the average Tulsa verbal score at 473 compared to a national average verbal score of 426 and the Tulsa average math score at 507 compared to a national average math score of 487. Additionally, during this past school year, 36 Tulsa students were identified as National Merit Semifinalists, which was 19% of the total number of Oklahoma National Merit Semifinalists, whereas the Tulsa Public Schools enroll only 9% of the state's students.

A sampling of additional accomplishments by individual students during the past school year is as follows:

Melinda Upton, East Central sophomore, won a trip to a space shuttle symposium at the Johnson Space Center at Houston. She was selected as a participant on the basis of her proposal for an experiment designed for the space shuttle and submitted to the Space Shuttle Student Involvement Project.

Jeffrey Dill, East Central sophomore, submitted a proposal for an in-space experiment on the effect of weightlessness on cancer cells to the regional Space Shuttle Student Involvement Project this spring and was one of 20 regional winners chosen to take his experiment to Houston for study by NASA scientists.

James Patterson, B. T. Washington High School senior, was invited to Miami to participate in a program sponsored by the National Foundation for Advancement in the Arts with 131 other teenage artists and writers from the U.S. to audition and learn more about his intended profession of acting.

Nancy Mills, B. T. Washington High School senior, won many honors at the State Science Fair this spring and is believed to be the first Tulsa student in district history to qualify for the International Science Fair four years in a row. Her project, "Ecological Effects of Automobile-Related Pollutants on Specific Fresh Water Organisms--Phase III," won first place in Environmental Science at the State Science Fair.

Deborah Hill, Clinton Middle School seventh grader, won national recognition for academic achievement this spring when she scored in the top 1% in math skills and in the top 7% in verbal skills in the Scholastic Aptitude Test, compared to other seventh graders who took the test. Her score was higher than 86% of the college-bound seniors who took the test. Deborah took the test as a participant in the Duke University Talent Search Program.

Steve Coltrin, Byrd Junior High School seventh grader, also took part in the Duke University Talent Search. He scored in the top 6 out of 15,000 students involved. He was given a scholarship to Duke University for a summer program.

Michael Radcliffe, Edison Junior High School student, received recognition by the Oklahoma PTA Reflections Project for his art work which later qualified for national competition.

Tim Young, Will Rogers High School junior, won sixth place nationally with his score on the National French Exam of 50,000 students who took the test.

Brent Wright, ninth grader at Skelly Junior High School, won first place in the National Metric CO2 Car Race Competition for the second year in a row. Brent won in class and in drawing design.

Waymon Tisdale, B. T. Washington High School graduate, was named to two All-American basketball teams this past spring.

Gayle Sayles, B. T. Washington High School senior, won first place in the state in the National Standardized German Contest given by American College Testing. She received an all-expense paid study trip to Germany.

Booker T. Washington High School students won the Sweepstakes Trophy at the Oklahoma State University Interscholastic Academic competition this spring. Some 75 students participated winning 13 first places, 7 second places, and 5 third-place awards. They competed in fields ranging in natural and biological sciences, history, music, and languages--Spanish, French, Russian, and German.

Memorial High School's Latin Club won 101 ribbons at the State Convention of the Oklahoma Junior Classical League, accruing the highest number of points in academic areas of schools offering the first three years of Latin study.

Booker T. Washington High School French students won 38 first-place ribbons in the areas of academics, drama, poetry recitation, dramatic monologue, and reading comprehension at the Austin College Foreign Language Weekend. Also, on the National French examination, B. T. Washington students won first, second, and third places in all levels of competition.

The Monroe Junior High School ninth grade Coordinated Vocational Education and Training class won third place in the nation with a nutrition project in a contest sponsored by Fleischmann Yeast.

Thoreau Junior High School was the only school in the nation to receive the Freedoms Foundation's top honor this spring. The honor, which Thoreau received for the third time, is in recognition of a number of programs developed by Thoreau teachers and administrators to promote good citizenship and an appreciation of democracy among students. Other schools receiving Freedoms Foundation honors were Ross, Grissom, Kerr and Key elementaries, Woodrow Wilson Junior High, and Memorial High School.

Booker T. Washington High School was nominated as a National Exemplary Secondary School by the Department of Education. Secretary Bell has advised school officials that they have moved to finalist status. One secondary school from each state will be selected.

Students from 49 elementary schools participated in the Tulsa Public Schools Third Annual Mathfest. Teams of three students represented each of the schools in competitive events to test skills and ingenuity in mathematics.

The Fourth Annual Young Authors' Conference held this spring produced another crop of outstanding students. First-place winners were designated for each grade, kindergarten through sixth.

More than 500 Class of 1983 graduates reported nearly 800 offers of financial assistance totaling over $3 million dollars in the form of scholarships and other aid from university funds, corporations, foundations and federal and state governments. Awards included offers from 110 colleges and universities in 26 states.

Not only have Tulsa students been honored for their accomplishments, Tulsa staff members have also been recognized for their efforts and a sampling of those accomplishments during the past school year is as follows:

JoAnn Burnett, teacher at Monroe Junior High School, was first recognized as Oklahoma Home Economics Teacher of the Year and later recognized as the National Home Economics Teacher of the Year.

Keith Rogers, B. T. Washington High School teacher, received recognition from the National Forensic League for directing a comprehensive and excellent speech program at Booker T. Washington.

Carol Harris, McLain High School teacher, was recognized by the Oklahoma Council for Social Studies as Social Studies Teacher of the Year.

Dr. George Truka, Director of Special Education, was named Oklahoma Special Educator of the Year by the Oklahoma Federation of the Council for Exceptional Children.

George Fowler, Principal at Hale High School, was named the Outstanding Secondary School Administrator by the Oklahoma Association of Secondary School Principals and has also been selected to serve on the Board of Directors of the National Association of Secondary School Principals.

Ron Foore, Lewis and Clark Junior High School teacher, was named by the U. S. Jaycees Outstanding Young Man of America for 1982.

Margaret Byrd, East Central teacher, was named Oklahoma's Distributive Education/Marketing Division Outstanding Educator.

Gary Goree, Tulsa Public Schools Instructional Assistant for Art, was named Oklahoma Art Educator of the Year by the Oklahoma Art Education Association.

Euna Smith, Webster High School teacher, was named Oklahoma Home Economics Teacher of the Year for 1983.

Steve McDonald, Associate Superintendent for Finance, was elected President-elect of the Oklahoma Association of School Administrators.

Violet Patterson, B. T. Washington High School teacher, was named Oklahoma Teacher of the Year by the Business and Office Division of the State Department of Vocational and Technical Education.

Nancy Brazier, B. T. Washington High School teacher, received a scholarship to study in Spain.

Judith Kimrey, B. T. Washington High School teacher, won a summer scholarship to Yale University.

In addition to the accomplishments of the students and staff, there are other accomplishments of the school system as a whole of which we are justifiably proud. The Tulsa Public Schools were invited to send the first U. S. students to study at the University of Xiamen and Beijing in the Peoples Republic of China. Following this national recognition, the Tulsa Public Schools were invited to apply to the Geraldine R. Dodge Foundation for funds to continue the expansion of the Asian Studies Program. It was recently announced on June 10, 1983, that Booker T. Washington High School was the only high school selected to receive a $20,000 grant for its Chinese program.

The Tulsa Public Schools was selected as the only district in the nation to pilot the Fitnessgram Program during the 1982-83 school year--a program which will be expanded in Oklahoma during the 1983-84 school year and nationally the year thereafter. The program is sponsored by the President's Council on Physical Fitness and Sports, the Institute for Aerobics Research in Dallas, the Campbell Soup Company and the American Association for Health, Physical Education, Recreation and Dance.

This past year approximately 800 business firms and organizations provided personnel and facilities under our Community Resource Speakers' Bureau as classroom speakers, for plant office tours, shadowing and internships for students attending the Tulsa Public Schools. The Tulsa Public Schools enjoy a very healthy partnership with the business community. In addition to the Community Resource Speakers' Bureau, such programs as the Adopt-A-School Program and the School Volunteer Program have been developed. The business community continues to serve as booster for special programs and projects providing financial and material resources. Some good examples of business support are: the portable planetarium from Amoco; sponsorship of well-known speakers for assemblies, teacher training, and recognition events; magazine subscriptions, resource materials, and films; sponsorship of the Mathfest, Young Authors' Conference, and various athletic events. Recognizing that the future of the American private enterprise system is directly affected by the quality of public education in the community, the Chamber of Commerce and the Tulsa Public Schools implemented the Adopt-A-School Program in January of 1983. As of May 24, 1983, four companies officially adopted schools and eight more adoptions are on the drawing board for announcement in August.

The School Volunteer Program has operated in the Tulsa Public Schools for the past ten years. Volunteers have served as classroom aides, tutors, library helpers, Great Books leaders, Oxley Nature Center guides, and field trip chaperones. For the

1982-83 school year, 2,300 Tulsans served in this capacity and their services, if a monetary value could be assigned, would represent a contribution to the school system of over $500,000. As part of this program, many senior citizens residing in our community serve as ECHOS (Experienced Citizens Help Our Schools) volunteers providing an inter-generational experience for many of our young children. Away from the schools, the ECHOS volunteers make many teaching aids for the teachers, in addition to their hours spent in the schools.

The Tulsa Public Schools have received national recognition for their efforts in working with Junior Achievement, Inc. Junior Achievement programs are now in place in the Tulsa Public Schools from grade five through grade 12. In fifth and sixth grade, students are involved in the J. A. program of Business Basics where they are taught introductory concepts of the American business system by senior high school Junior Achievers. In the junior high school program, Project Business, adult business consultants volunteer to spend one hour per week for a semester with students and their teacher in exploring further concepts related to the American business system. During the past school year, Tulsa was selected as one of twenty school districts across the nation to pilot a senior high school program entitled Applied Economics, which utilizes microcomputers in developing an advanced business understanding on the part of the students. More than $70,000 worth of microcomputers were donated to Tulsa Public Schools for this program by Hewlett-Packard.

A smorgasbord of additional programs offered by the public schools includes:

The Tulsa Public Schools offer eight foreign languages, including German, French, Greek, Spanish, Latin, Japanese, Chinese, and Russian. Two recent graduates have been accepted for a semester abroad at the University of Moscow and Peking University. A successful Spanish immersion project at the kindergarten level has been introduced, and in addition, a language-awareness program in six elementary schools will be initiated in the fall of 1983 in Spanish, French, and German.

Computer math has been offered in Tulsa high schools since 1965 and the schools are rapidly moving into other areas of microcomputer education. Elementary schools are utilizing microcomputers for reading and math management. In the fall of 1983, a mobile unit containing fifteen microcomputers will travel from school to school introducing a computer awareness and literacy program to elementary students. In September there will be 419 microcomputers operating in Tulsa schools with more than 500 teachers having received training in program writing for microcomputers.

The program for the gifted serves those students who score in the upper 3% (gifted) on an intelligence test. Students scoring in the 90 - 96th percentile are identified as talented and are also served. Last year, 1,125 students in these categories were served in the elementary and junior high schools with the senior high school component being initiated at the beginning of the 1983-84 school year.

During the 1956-57 school year the student population was 61,158 with 568 of these students assigned to special education classes. During the 1982-83 school year the student population was 46,951 with 5,754 of these students assigned to special education classes. This increase in enrollment is due in large part to the passage of the Education for All

Handicapped Children Act of 1977 which assures that all handicapped children be served from ages three to twenty-one under this federal law. Oklahoma law requires all children with special needs to be served from birth through age twenty-one.

The Tulsa Public Schools have established an advanced placement curriculum which offers junior and senior high school course offerings taught with college-level syllabi in mathematics, science, history, foreign language, and music. Students may choose either advanced placement examinations through the College Board or CLEP tests through the College Level Examination Program. Individual Tulsa students have received as many as 60 hours in advanced placement credit in colleges with the students having achieved the greatest successes in calculus, chemistry and English.

At the beginning of the 1983-84 school year a rigorous two-year course of study, the International Baccalaureate Program, will be introduced at Booker T. Washington High School and possibly expanded to other high schools at a later date. The program provides for an intensive study of world literature, foreign language, study of man, experimental sciences, mathematics, computer studies, theory of knowledge, plus a comprehensive research thesis. The International Baccalaureate Program diploma is recognized internationally and Tulsa Public Schools will be the only school system in the state offering this program.

During the coming school year, Tulsa Public Schools will be stressing basic skill acquisition in the K-2 block encompassing kindergarten, first, and second grades. A special team of fifteen specialists will assist teachers in identifying problem areas for these pupils and in providing assistance and intervention at an early age. Readiness for introduction to cognitive skills will be identified with students being introduced to reading and math instruction commensurate with their readiness levels.

Tulsa Public Schools will continue the Schools of Choice Program whereby a student may transfer freely from one Tulsa

school to another as long as there is space available and the transfer is not adverse to integration. More than 4,000 students each year take advantage of this opportunity.

Since 1972, the Tulsa Public Schools have operated, in cooperation with the Tulsa Park Department, seven Community School Programs. Last year the Community Schools offered more than 300 Community School classes ranging from ballet to bridge and enrolled over 39,000 participants, 55% of whom were adults and 45% of whom were children.

Unutilized classrooms have been leased in ten elementary schools to private operators who offer day care at competitive rates to more than 400 children. This program not only produces revenue for the schools but also gives parents the option of a quality child-care program for both pre-school and elementary-age children in one convenient location. In addition, two magnet elementary schools offer extended-day child care at reduced rates for the convenience of working parents.

School systems must maintain good student discipline in order to effectively promote student learning. But good discipline doesn't "just happen." It takes commitment, hard work and cooperation from teachers, parents, administrators, and Board members to make it happen. The ongoing cooperative approach to discipline improvement in the Tulsa Public Schools stands in sharp contrast to the conflict surrounding the issue in other urban school systems. The improvement of discipline in Tulsa is due, in part, to an excellent set of student behavior regulations and the efforts of the 1977 Task Force on Discipline and the 1983 Task Force on Behavior Expectations. Both task forces used the combined efforts of parents, teachers, and administrators and their efforts exemplify the cooperative team spirit that exists in the Tulsa Public Schools.

For those students unable to function within the regular school programs, Tulsa Public Schools either offers, or cooperates with other community agencies in offering five alternative school programs including the Junior High

Learning Center for junior high school students experiencing severe discipline or social adjustment problems in their schools; the Project "12" program serving students ages 16 to 21 who have dropped out of school and have been out of school for one semester or more; the Street School Program, primarily for socially deprived or indigent students; the Tulsa County Alternative School, a cooperative program among all Tulsa County schools for severe discipline problems; and the Margaret Hudson Program for pregnant students.

School facilities are made available at moderate rates to numerous community organizations such as churches, private schools, singing groups, business colleges, Tulsa Junior College, theater groups, Tulsa Police Department, Tulsa County, and the Head Start Program. During the past school year these groups paid more than $460,000 for the use of Tulsa Public School buildings.

Tulsa Public Schools operate under an interdistrict transfer policy which allows a student from a surrounding school district to transfer into any of Tulsa's schools as long as space is available. Likewise, a student may transfer from the Tulsa Public Schools to any other district so long as the transfer is not adverse to integration and does not require our district to pay a transfer fee, as in the case of a handicapped student. Last year 834 students transferred into the Tulsa Public Schools and 376 transferred from Tulsa to other districts.

Of the Tulsa Public Schools' certificated staff members, 44% hold bachelor's degrees, 28% hold master's degrees, 16% hold a master's degree plus 30 hours, 11% hold a master's degree plus 60 hours, and 1% hold a doctor's degree. Certificated staff members are paid on an index salary schedule which provides an indexed percentage relationship for all certificated positions from beginning teacher through the associate superintendent level. In 1980 the Oklahoma legislature enacted a program of teacher competency requirements. Each prospective new teacher must: (1) present substantial evidence of competence in oral and written language, (2) receive a minimum grade point average of 2.5, (3) meet the

degree requirements of an accredited university, (4) fulfill the certification requirements of the State Board of Education, and (5) pass a rigorous examination in each area of certification. During the first year of teaching, the new teacher receives only a "license" to teach under the supervision of an entry-year committee composed of a master teacher, principal, and university professor, while at the same time participating in an appropriate in-service program. Standard "certification" is granted only on recommendation of the entry-year committee which also prescribes a staff development program to further strengthen the entry-year teacher's skills. Following certification, all teachers are required to continue to earn a minimum of 75 staff development points each five years through various in-service programs. Since 1981 the Tulsa Public Schools have had a structured program of remediation for both teachers and administrators. Whenever a certified staff member's on-the-job performance is judged to be unsatisfactory, the staff member is referred to a four-member remediation team which seeks to diagnose the problem(s) and prescribe corrective actions. At the end of sixty days, unless there has been significant improvement in work performance, the individual is recommended for demotion or termination.

The Tulsa Public Schools have introduced the management team concept over the past seven years, a concept which encourages involvement not only on the part of staff members within the school system, but on the part of parents and other citizens within the community. This involvement is evidenced to the greatest degree through the Master Plan for School Consolidations as adopted by the School Board in 1979. Under this Master Plan there is extensive community involvement through the school and area planning councils. The Master Plan was initially established to give citizens a more direct voice in the planning required to consolidate underenrolled schools. The Master Plan has proved so effective in Tulsa that more than 200 requests for copies of the plan have been received from 40 states and two foreign countries. While school consolidations and grade reorganizations still consume much of the time of the school and

area planning councils, the councils are evolving into a highly effective organizational structure to give citizens input into a wide range of necessary school decisions.

In July, 1970, the Tenth U.S. Circuit Court of Appeals found the Tulsa Public Schools' neighborhood school policy to be unacceptable and stated that a realistic effective plan for desegregation must be submitted. During the decade of the 70's a very successful voluntary desegregation plan utilizing a magnet schools approach was implemented in Tulsa, with the successful implementation being envied by many school districts across the nation. As the Tulsa school system experienced great successes with its implementation of the voluntary desegregation plan in those schools involved, there were problems which developed in other schools not involved with the desegregation effort. Perceptions of low student achievement test scores, discipline problems, lack of parent participation, and uncommitted staff, to name a few, began to surface in many of the northside schools. As a result, a Northside Schools Task Force consisting of four staff members was created in the spring of 1982 to work with staff members and community representatives to attack the problems existing in ten northside elementary schools, two junior high schools, and one senior high school. In just one year of existence, the Task Force, working with the school staffs and communities, has made a significant impact in eliminating many of the problems, or perceptions of problems, existing in those schools. But it is fully understandable that additional time will be required to respond to further problems--problems which did not develop in just one year and which will not be resolved in just one year.

In 1981, a program for improved school effectiveness was introduced. This program focuses primarily on six characteristics which are typical of an effective school. These include: (1) strong administrative leadership, (2) high academic expectations, (3) an orderly learning environment, (4) emphasis on learning, (5) a systematic monitoring of student progress, and (6) strong community involvement. This program, which requires the development of a school effectiveness plan addressing each of these six areas by each of the

> building principals with involvement on the part of the staff and the community, will bring good results to this school system, I am convinced, as evidenced by the first year of operation. The program will be implemented again for the 1983-84 school year, and, in all likelihood, for many years to come.

This report has attempted to describe for you some of the accomplishments of the Tulsa Public Schools in order that a more accurate measurement might be made of the Tulsa Public Schools in relationship to the Report of the National Commission on Excellence in Education. This report should be examined in conjunction with my response to the School Board on the Commission's Report on June 2, 1983 entitled, "An Open Letter to the People of Tulsa: Where We are and Where We're Going."

In February, 1979 in an address to the School Board entitled, "Challenges for the 80's," I stated:

> I am addressing a "call to action" to the total community to reinvest its support in its public school system in becoming a viable partner in determining directions for this school system. In the weeks and months ahead I will be seeking input from various groups and individuals such as the Board, administrators, teachers, students, parents, legislators, business groups, and the news media for the development of a structure for increased community involvement, both at the "school system" level and at the individual "school" level. I am convinced that it is only through such further involvement and commitment on the part of the total community that this school system can hope to respond to the challenges before it.

I have been pleased with the response from the Tulsa community to this request through their involvement in the Master Plan for School Consolidations, School Effectiveness Program, the Adopt-A-School program, Junior Achievement programs, Speakers' Bureau, and School Volunteers, to name a few. Now I am addressing, however, a further "Call to Action" to the Tulsa business community, through the Metropolitan Tulsa Chamber of Commerce, to convene a Blue Ribbon Network composed not only of business people, but of representatives from the religious community, realtors, parents, civic and social organizations, social service organizations, youth groups, and the higher education community, to examine the condition of education in the Tulsa Public Schools and to develop agendas in which their particular knowledge and expertise can be utilized to help the public schools meet the educational needs of Tulsa's children and youth.

If we truly are "a nation at risk," then a thorough analysis of what must be done to respond to the crisis is required, not by educators working alone, but by the community at large working together with educators. For as Thomas Jefferson said:

> If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.

A similar message was communicated by General Omar Bradley in later years where he observed:

> In this world of ours, we are fundamentally in a race between education and catastrophe; either we will have sufficient knowledge with which to solve our national and international problems, or the catastrophe of an unwelcome tyranny is bound to overcome us in our ignorance. That's why our free public school system is the great hope of our future preparedness and, really, the hope of the free world.

I am convinced that working together, we can bring improvements to the many good things already happening in the Tulsa Public Schools.